

UNIVERSITY OF TAMPERE

**USING NARRATIVE AND DRAMA MODELS
IN TEACHING THE HISTORY OF SUKMA BANGSA SCHOOL
(SBS)**

Faculty of Education

Master's thesis in education

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ABSTRACT

The purpose of this study was to identify and explore narrative and drama models in teaching the history of Sukma Bangsa School. In this study, a qualitative research method on the subject was used. The data was collected through observation, students' assessment, students' essay writing and students' learning journal. The participants of this research consisted of 17 students from eleventh grade of Senior High School at Sukma Bangsa School (SBS) Lhokseumawe, Aceh.

According to this study, narrative and drama models are viewed as creative methods that can be applied in the teaching and learning process so as to give positive effects on students and teachers in the subjects and phenomena they study. With these models students were more participative and interested in learning the history of SBS. Narrative increases students' perspective to be more responsive and aware of the history. Drama improves students' knowledge and skills in learning activities, because they got a better understanding and are able to explore by themselves to create and perform drama about the history of SBS. Narrative and drama models also help students to improve their attitude to be more responsible, respectful, aware, tolerant, helpful, confident and faithful.

In addition, the findings showed that narrative and drama could sometimes be integrated in different subjects, such as History, Sociology, Indonesian Language, and Art. The teachers conducted collaborative teaching with others subject. We concluded that narrative and drama are useful and applicable in learning activities; they are powerful methods that may be used to help students in understanding the lesson very well. The results of this study may work also as a recommendation for school administration, teachers, as well as the Department of Education in general for possible application of the narrative and drama models in the teaching and learning process.

Key Words: Narrative and drama models, the history of SBS, students' experiences, students' perceptions, the values of SBS.

1. INTRODUCTION

1.1 HISTORY OF SUKMA BANGSA SCHOOL (SBS)

The history of SBS cannot be separated from the devastating events occurring in Aceh. In December 26th, 2004, the province suffered from the big earthquake and tsunami disaster. In this case, thousands of school buildings were destroyed; around two thousand and five hundred (2.500) teachers of the elementary, junior, and senior high school were dead (Media Indonesia, 7 January 2005). In addition, Syiah Kuala University as one of the most famous universities in Banda Aceh reported that around one hundred and three lecturers were dead and ninety-two lectures were lost (Media Indonesia, 11 January 2005).

The great disaster absolutely devastated physical facilities, infrastructures and abolished educational resources and has an enormous influence in the life of Acehnese people. In the post-tragedy period, most of the children in Aceh lost the access to education. It was thus understandable that the reconstruction of the educational sector was one of the most fundamental aspects in recovery. Needless to say education is the basis for cultural and civilization creation.

One of the main roles of education for the next generations was to prepare human being with the best suitable Indonesian character for the new era of life. It was for that reason that, through public donations collected from the "Indonesia Menangis" program Sukma Foundation took the initiative to

establish SBS in three regencies in Aceh, namely; Lhokseumawe, Bireuen, and Pidie. The aim of the construction was to prepare the next generation of Acehnese, especially dedicated to the children who were victims of the tsunami and the conflict and those from poor families.

At the opening of the SBS, opened officially by President Susilo Bambang Yudhoyono on July 14, 2006, Surya Paloh, the founder of Sukma Foundation said that the reason to build SBS was that a school is like a spring that keeps flowing; it will give benefits not just for those affected by the disaster or the children poor families but also for all children in Aceh (speech of Surya Paloh, 2006).

Literally, the meaning of SBS is the spirit of the nation. The name is also dedicated to what have been donated and helped by uncountable people in post-conflict and tsunami Aceh. Every piece of the buildings of SBS has been contributed by those people, with various backgrounds, from beggars to conglomerates, and also societies around the world.

The valuable history of “Sukma Bangsa” School reminds all of the school community to appreciate and maintain what has been donated by the people around the world. Unfortunately, not many teachers and students of the school are familiar with its history. In fact, the history of SBS values has not been made as an important program to be disseminated throughout the school life, as it is only introduced at the beginning of the academic year for the new students and teachers.

1.2 WHY IS THE HISTORY OF SUKMA BANGSA SCHOOL (SBS) IMPORTANT?

Many values can be learned from the history of SBS, for instances are honesty, appreciation, harmony, tolerance, motivation, responsibility, sincerity and togetherness. Baedowi (2015) stated that SBS was

built not only to emerge a sense of empathy and concern for others but also to establish the principles of justice that all human beings are entitled to peace, prosperity and happiness.

Many teachers and students come and go every year; therefore the history of SBS is forgotten gradually. Over time, the phenomenon shows that many values taken from history of SBS began to fade. When asked about the history of SBS, most students and teachers can only mention about the date, the locations, and the founders related to SBS. Not many of them know the substance of the schools' development and the philosophical basis upon which the school was built. The implication is lack of the "spirit" underlying all the activities conducted in the school system. All involved in the school should realize that the history of SBS is very important in their lives as it has a deep meaning and is one way to open up their perspectives and create their critical thinking and capacity to develop their own agency.

Both researchers of this thesis, one of whom is the first school alumni while the other is a school teacher at SBS, have responsibilities to share the interesting history of SBS School through narrative and drama model building. We believe that this method can help students and teachers to memorize the schools' history. As part of the Master degree Education Program at the Tampere University of Finland, we had an opportunity to conduct our research with the eleventh graders of SBS, whose ages were 15-16 years old.

1.3 UNDERSTANDING THE HISTORY OF SUKMA BANGSA SHCOOL BY USING NARRATIVE AND DRAMA MODELS

To explore an understanding of the history of SBS, we applied the narrative and drama models in the teaching learning process. Using narrative and drama encourages students to be self-confident, improves memorization, and gives an opportunity to directly experience learning differently. Besides, narrative and drama help to construct students' imaginations, creativity and capability in communication. In previous research about drama, Ross Brennan and Glenn Pearce (2009) regarded that drama of education is a model that is more effective and beneficial in learning for the dynamic group and students who have work full time experiences. Narrang (2015) stated that learning by using drama improves students' skills such as communication, collaboration, critical thinking, and problem solving. It develops students' self-discipline and awareness. In addition, drama is a fun activity because it will decrease stress by relaxing mental, physical and emotional tension.

In this study, we used the narrative and drama models building to have a better understanding of the history of SBS in the teaching and learning process. Learning the history itself is intrinsically important as it is inevitably one of the learning resources that contributed to the identity formation of the students. In addition, we applied the strategy that can be integrated with multiple subjects. Another interesting aspect of this study is that when the students performed drama in front of the school community, both the performer and the audience felt directly the experience of the histories.

1.4 THE STUDY OBJECTIVES AND RESEARCH QUESTIONS

This study was made to explain at least three hypothetical purposes, as follows:

1. To explore the narrative and drama models used in teaching the history of SBS.
2. To discover the values in the history of SBS.
3. To identify the students' perception about narrative and drama models in teaching the history of SBS.

To recognize the values in the history of SBS and to see the possibility of using narrative and drama models effectively in the learning process, we formulated three research questions on which to base the research, namely:

- (1) How can the narrative and drama models be used in the teaching?
- (2) What kind of values can be learned from the history of SBS?
- (3) How do students perceive the use narrative and drama models in teaching the history of SBS?

1.5 THE BENEFITS OF THE STUDY

This research is expected to provide some benefits:

1. Understanding the use of narrative and drama models to introduce the history of SBS, at least during the orientation school activities at the beginning of the academic school year.
2. Comprehending the many values of SBS that can be used as a source in building the school curriculum by integrating several subject matters, such as History, Sociology, Art, Language, and Citizenship to internalize the values in school communities.

3. Understanding the students' cognitive views using narrative and drama models to disseminate the historical values of SBS.

The results of this study can provide a means to suggest educational authorities in the regent and central levels to disseminate more the values of local history throughout the national curriculum.

2. LITERATURE REVIEW

We chose narrative and drama models to introduce and engage students in the history of the SBS. Here, the constructivist paradigm was justified in the research, as we want to recognize how students define the experience in their learning about and understanding of the history of the school. Bruner (2004) explained about the constructivist point of view that a 'story' is constructed in the minds of people, not just the in events occurring in the real world. According to Schunk (2012) constructivism has important implications for instruction and the design of the curriculum. Constructivism involves students actively in the learning process, provides challenging experiences and has an effect on managing their beliefs and also has importance in reflecting on teaching.

Narrative learning is included in the larger category of constructivist learning theory, the basic principle of which is to construct meaning from experience (Clark & Rossiter, 2008). Narrative learning has a deep relationship with the experiences. It is thus important to describe life stories and determine what meaning they have for students.

2.1 NARRATIVE

Fisher (1984), as cited in cited in Clark (2010), claimed that humans are “Homo Narran’s”. The essence of human nature is to tell stories. The description distinguishes us as humans from all other

creatures on this earth. Ropo (2009) stated that there is no human being without a narrative. In politics, business and the media, the narrative gives an important purpose by constructing and spreading meaning. Clandinin and Connelly (2002), as cited in Butcher (2006), stated that narrative is the way to understand our experience. We have references in life and place to imagine the experiences that we have.

As individuals, we created the meaning of our experiences. We understand our experiences through stories; it means we build our understanding of ourselves with the narrative. Ropo (2009) do not attach because experience and narrative always give impact to each other. The process of narrative is how people construct a meaning, according to Polkinghorne, 1988; Bruner, 1990; Irwin, 1996; and Sarbin, 1986, as cited in Clark and Rossiter (2008). Narrative learning is related to experiences. The experience itself is part of communication.

Cassidy (2001) stated that the standpoint of narrative is improved to illustrate how to create the appropriate context in developing the perception of meaning. The emotional involvement is an important element in the learning experience. Her research has previously shown that the narrative develops students' group in experiential learning. When students tell the story about their experience in the occasion, they store new information in a clear context. Cassidy (2001) argued that the reflection is the center step of the next experience and in the briefing the students are engaged in the categorization of information obtained from the experience.

2.1.1. Narratives in the Learning Process

Learning is a narrative process. When students learn something new, they tell stories and enhance their understanding. Students are capable to perceive their own self on what they understand and what they do not understand. In the process of narrative, students develop their understanding with respect on how they create own learning. There are three different narrative learning. First, learning from the narrative which means the teachers teach narratively. Second, learning from life story has the characteristics of a narrative. Third, narrative itself is the process of learning. Ropo (2009) argued that narrative learning is used as teaching materials in the classroom and as a teaching method with the aim to improve the learning.

According to Butcher (2006) there are five characteristics of the narrative. First, the story has values. Second, the values are in accordance with the moral character. Third, the values are considered to have positive results in people life. Fourth, the values are coherent with people experiences. Finally, the component of values is the ideal life for human behavior. Butcher defines narrative as a verbal or nonverbal explanation that has series of events to which listeners construct meaning, not only as fictional stories.

The story can be a good media of learning because it contains the values that will be delivered. In this context, the story is used to describe an event. The main actors who are engaged in the story cannot be separated from the event itself. The description of the story can be either imaginary or true story that actually happened. In this case, when students learn about the history of SBS, they are listening, telling, identifying and playing a role. By doing so, they learn to understand the values beyond the history of School. The students, who told the history of school, will disseminate the values to the next students' generation. Clark and Rossiter (2008) believed that using stories can enhance the teaching and the

learning process because it will involve not only students' cognitive domain but also students' spirit, imagination, and heart.

Using stories as a method means learning from hearing, telling and recognizing stories (Clark, 2010). Learning from hearing stories is for instance, when the students are listening to the stories of the earthquakes and tsunami in Aceh in 2004; they heard a hundred thousand people died, school buildings were destroyed, and many children lost their parents. The most interesting points were when students heard the story directly from the tsunami victims who straight the effort to save from the disaster. It is a story that brings students into a horrible experience. Listening to the story gives the students power to understand the meaning beyond the stories. Learning from telling stories is for instance, students hear and receive; when students were told a story about the trauma felt by victims of the tsunami, thus students are actors, who put all the details together and make a coherent experience for themselves and others. Learning from recognizing stories are recognizing other cultures or places where the student lives. For example, when students are traveling to a place that has a different culture, they are able to adapt to, not only to understand their own identity, but also to think and appreciate different aspects of life. Thus, the three ways in which students learn narratively are; hearing, telling, and recognizing histories.

2.1.2. The Advantages of Using Narratives

Research by Lindgren and McDaniel (2011) indicated that employing narrative is beneficial for students, increasing students' interest in learning, developing students' skills, and critical thinking. In addition, Selmo (2015) asserted that the advantages of narrative promote students to critical thinking and problem solving. Furthermore, Szurmak and Mindy (2013) stated that a narrative is a powerful tool

for teaching because it can develop the workings of the brain that used can be used in the learning process. Narrative learning not only produces something conceptual but it can also generate something more factual and contextualize information to set up students' framework for new knowledge to increase their understanding so as to allow students getting into an emotional experience. This will help students easy to remember what they have learned. For example, studying the history of SBS is not only to memorize every fact but also develops historical concepts in depth. It is beneficial to understand the history by using narrative in the learning process.

Previous research has demonstrated, the application of narrative method promotes students to enhance their cooperation in the classroom, and motivate them to have an interest in learning the story (Rainio, 2007). The narrative and drama models in teaching is to create classroom more fun and meaningful for students and to minimize the teacher's task monitoring and making classroom atmosphere more orderly (Rainio, 2008). Likewise, Mangione (2013) showed that the effective way in teaching students about disaster management is story telling. In this perspective, the narrative is a powerful tool for developing students cognitively and skills to construct meanings and engage students in difference topic.

In our research, we preferred the narrative method to explore students' experiences in playing roles of characters in the history of SBS. Here, Students construct their knowledge from abstract concept or emotions toward practical issues. What we want to do was to extend the ideas how to use narrative learning in teaching the history of SBS and how drama can involve students' skill and emotions.

2.2 DRAMA

In the view of Pearce and Brennan (2009), there are four learning theories in drama education, namely: constructivism, humanism, transformative learning, and experiential learning. Regarding constructivism, students create or develop the knowledge on their own and they discover what they need to know (Bruner, 1966). In this case, the students will find the information about the history of SBS by themselves; they found the information from interview, internet, book, etc. The students had a concept of the material to be studied and teachers informed it before. By doing so, the teachers were acting as facilitators and they believed that their students had potential to study independently (self-learning).

With respect to the humanism of learning, Roger (1983) stated that the students have opportunities and autonomy to explore and promote their curiosities and interests, to discover what is important and meaningful about the surrounding world. In teaching about the history of SBS the teachers provide students with opportunities to create drama freely.

Concerning the transformative learning, Mezirow (2000) asserted that transformative learning involves students in the reflective practice that challenge the established patterns of thinking and consequently support attitudinal change. Moreover, Taylor (2007) mentioned that transformative learning is a part of developmental learning to understand the experiences in the past to guide the future action. According to our research, we as both researchers and teachers learn and remind the history of SBS by using drama method. Students retell the events of the history similar to the story it is. Thus, it facilitates the students to remember and understand the plot of the history.

On experimental learning, Dewey (1963) and Kolb (1984), cited in Pearce, & Brennan, (2009), stated that there are some important points of the experimental learning to be considered by teachers in

using drama in teaching, such as students' involvement, experiences, and reflections, and those are of use to develop their understanding.

2.2.1. Drama in the Learning Process

Peter (2009) suggested that there are three important things in using drama. First one of these is teachers should involve students engaging actively in the learning process. Secondly, teachers assure the students that drama involves the fun activities. Thirdly, teachers have to make students aware to follow the process of learning intentionally and voluntarily. Furthermore, Howell and Heap (2013) concluded that the teachers have to encourage students to engage directly and actively, such as giving their own ideas. In addition, the teachers have to create opportunities for students understanding the lesson through drama. Butler (1989) also affirmed that in using drama, the teachers should be sensitive to students' need and promote their confidence and courage in learning.

There are many studies with references to use drama method, Kao and O'Neill (1998) mentioned that drama has been used successfully to help students in understanding the history and drama encourages students to promote and practice their social or linguistic skills. They asserted that drama activities can be designed and used in the classroom to teach subject matter and to gain knowledge, and facilitate the development of language. Therefore, drama is a good method for teachers who want to facilitate the students to understand in learning. A study by Peter (2009) showed that the drama can be conducted by everyone, even the most difficult to reach such as children with the special need. They obtained significant benefits from the drama. It can give a reason to use drama as a medium of learning, a teaching approach and the curriculum that can be used for all.

In teaching and learning by using drama, students should be free to expose themselves and create the history based on their perceptions, ideas and need. In the same way, students should be given opportunities to be active participation in the teaching- learning. In playing drama, students get into different character, they imitate the action of others, such as what the others are doing and saying in the events (McNaughton, 2006). By doing so, they understand what are new in themselves and this will be kept alive up to students. Moreover, Krivkova (2011, p.10) stated that “drama accomplishes many current trends of modern teaching”. One of them is to give the space and emancipation to the students to be autonomous. As stated previously by Brunner (1966) that the teachers should believe that their students have the potential to study independently. The teachers as a facilitators or guiders for students, it means they do not force students to do what the teachers want but to assist the students as they need.

Drama begins not with somebody's text, but with student's self-expression through the acting his own experience. The students are free to develop ideas and conflicts along their own lines, and reach their own conclusion. Through drama activities, students learn to grow up. They explore impending situation and became less afraid of them, the teachers' guide students to discipline and involve them during activities. Besides, the teachers should create good collaboration and communication with the students helping them to make decisions and discoveries, (Billin & Clegg, 1965, as cited by Narrang, 2015, p. 50).

There are some steps in using drama methods; first, the teachers have to be sharing with the students about the material need to be learned, second, the teachers have to explain the activities to the students in playing drama, and third, teachers have to give students a clear theme to determine which character they want to play in the drama.

2.2.2. The Advantages of Using Drama.

Drama is one of good methods that can be used by teachers in the classroom. As research earlier of learning through drama, Smith and Herring (1993) and Peter (2009) argued that drama is a potentially powerful tool for connecting students with learning and content. In addition, Wagner (1976) mentioned that drama is a good teaching material that can be used in the learning process. Braund (2015) suggested that the teacher can apply drama method in every subject because drama is one of the successful tools for reaching effective teaching and learning. Based on Gale (2008), Duveen and Solomon (1994) argued that drama is an excellent method in order to introduce the histories, legends, or something else that correlate with the world. It will increase students understanding about the issues.

There are three advantages of using drama in the learning: promoting students' knowledge, exploring students' skills and developing students' behaviors. First, drama promotes students' knowledge, McNaughton (2006), Wagner, (1976), Peter (2009), Braund (2015), Gale (2008), and Howell and Heap (2013) stated that drama promote students' ideas and imagination, develop students' critical thinking and different perspectives, and enriches students' understanding both difficult and easy learning material. In the view of Moyo (2015) an applied drama gives students a broader perspective of the history and encourages them directly attach the issues that they learned. Krivkova (2011) stated that using drama is not only to explain the world but also to encourage students' cognitive learning, such as developing students' memory and getting better information. Pearce and Brennan (2009) mentioned that drama involves students actively to discover, recreate, and report some of the information by themselves. In addition, Narrang (2015) stated that using drama in learning increases students' understanding to recreate the issues that happen in the the past, when students understand about the history of SBS. Way (1997) and McCaslin (1996) stated that using drama helps students to promote

their imagination. While, Sloman and Thompson (2010) mentioned that in practicing drama, students assist to promote their ability to understand and construct the real live to be knowledge.

Second, drama can work to explore students' skills, Howell and Heap (2013), McNaughton (2006), Schonmann (2005), and Narrang (2015) stated that drama is empowering students' creativity, recreate an event, solve problems, develop the students' performance, improves students to collaborate, cooperate and communicate with the others, and encourages students to be more creative and active in the classroom. Sloman and Thompson (2010) stated that drama promote students to be more "confidence in presenting work to others and enhance communication skills". Krivkova (2011) concluded that drama stimulates students' creativity in learning, gains their self-confidence when performing in front of the audiences. For this reason, drama is also capable to build students' confidence of their environment. Students are not only to know about the story, but also understand about the values with embed in the story. Gervais (2006) asserted that using drama encourages students to learn how to be others and try to create the similar with the others' life. Wagner (1999) argued that drama enables those who participate to see the meaning behind their actions. In the same tone, Henry (2000), Fines (1996) and McNaughton (2004) opined that learning by using drama helps students to explore problems and issues freely. In addition, Wagner (1976) stated that "When students explore their language in drama, they move from their passive to their active vocabularies, words they may never before have had any reason to use".

Third, drama helps students also to promote their attitude, Narrang (2015, p.52) mentioned that "Drama being a powerful learning method in order to develop students' attitudes in classroom". In addition, McNaughton (2004, p.153) argued that "drama provides students with many opportunities to explore values". Gale (2008), Howell and Heap (2013), and Wagner (1976) stated that drama encourages students' behavior, for example students to be more empathy, sympathy, respect, compassion, social

awareness, discipline, confidence, care of the others' lives and promote the students' identity. "Students act roles in the different situation, time periods, and cultures which promote and tolerance to others' feeling and viewpoints in them" (Narrang, 2015 p.51). Narrang also mentioned that drama develops students' behavior and gives the positive effect on students' physical development, emotional, social, and mental development. Witkin (1974) and Henry (2000) pointed out that drama elicit feelings which aid personal development. In line with that Krivkova (2011) believed that drama promote the intrinsic motivation of students, help them to be active learners, not only to build good relation with the teacher but also to be good learners, thus give excellent impact in the future.

2.3 THE RELATION BETWEEN NARRATIVE AND DRAMA

As explained earlier, the narrative is a way to comprehend the experiences, whereas drama as a method is considered as an appropriate method for teachers to use in learning to describe the experiences or events in the world. Narrative and drama are the example of the learning styles which can be used to recount the experience or issues that happened in the past. In this case, narrative and drama can be seen as a complementary to help students understand the learning material. As Peter (2009) stated that drama encourages students to recognize in the real world. In addition, McNaughton (2006) mentioned that drama is very useful for students to allow them to imagine the context and narrative expression.

Braund (2015) stated that drama has important relation with narrative to explain the learning material in the classrooms. Begory and Stinner (2005) in Braund (2015) argued that "as a narrative text is more common in the life experience of learners (from films, novels, and oral story telling) and is less abstract than expository text organizing knowledge, and using it in drama can lead to better empathy with science and more effective cognitive learning". In addition Křivková (2011) stated that "in using

drama, the teacher might provide a narrative link, atmosphere or commentary, initiate a drama, move the action on, create tension, etc”. In short, drama involves students to engage with the stories of the drama. If the teachers directly engage with their roles, it will encourage students to take part in their own roles. When the drama is showed teachers can control the activities from within, develop the narrative fiction, and encourage the students to get involved as to the scenario of the drama.

3. METHODOLOGY

The methodological approach in this study was an action research which emphasizes an activity or action to try out an idea into practice in micro scale. It was expected to repair, improve quality, and social improvement. According to Mc Cutcheon and Jung (1990), cited in Masters (1995), action research is a form of collective self-reflective study conducted by researchers in social situations to improve reasoning and social justice education practices, as well as their understanding of the situation where conducting these practices.

In this study, we conducted action research to improve the quality of learning by applying the narrative and drama as a model. We managed the activity by planning, acting, monitoring and reflecting. Because of our time was limited, we had not time to make action research combatively but our research includes well the idea of action research. In developing narrative and drama model, we integrated the history of SBS into the history and social lesson. Therefore, in carrying out this action research we collaborate with subject teachers.

Kemmis and Taggart (2005) mentioned that in the classroom action research situation, teachers use qualitative interpretative models in the investigation and data collection, and often with support from school management. The purpose of action research is to make teachers able to assess how to develop their individual teaching practice. In this research, the data were collected using qualitative methodology: observation of drama, interview, essay writing, and learning journals. In using qualitative methods, researchers focused on how and why the action was taken to collect in-depth information to

provide an understanding of what had happened (Merriam, 1998; McMillan, 2004). In this qualitative research, we focused on discussing the effectiveness of narrative in teaching, not on examining the narrative approach as a research method. We took the data through processing of the narrative and drama models. The processes of narrative learning in our study were assessment of students' prior knowledge, essay writing, and learning journals. Meanwhile, the processes of the drama models are; finding information about the history of SBS, creating the scenario of the drama, and performing and acting the drama in front of the school communities.

3.1 PARTICIPANTS

This study took place at SBS in Lhokseumawe Aceh, Indonesia. The participants of our research were eleventh graders. They were 15-16 years old, consisting of 17 participants, 7 of the participants were males and 10 were females. Based on theory activities, Piaget stated that the students more than 12 years old are able to think more critically, explore ideas, predict upcoming events and think logically to argue about their hypothesis. In addition, Bolton, 1979, 1984, 1985; Heathcote and Bolton, 1995; Heathcote and Herbert, 1985; O' Neill and Lambert, 1982; Wagner, 1998 argued that students from primary to secondary ages are able to form and improve drama in groups and perform it to others (Anton Frank, 2010).

3.2 DATA GATHERING METHODS

To find the data, we applied four methods. First, the researchers observed the students' activities during the learning process to obtain the concrete data directly. In the observation process, we wrote individual field notes about students' interaction, participation and responses during discussion. We also used audio tape and video to facilitate us to collect the data. The field notes, audio tape and video transcription became part of our data. Second, we assessed students' knowledge and students' opinions about the values of the history of SBS. Third, we collected the students' essay writing to compare and identify students' knowledge before and after getting the information on the history through the internet, videos, books, newspapers, and interviews. The students interviewed a number of key persons and stakeholders considered as the founding fathers of SBS. The interviews were intended to capture the information with respect to the historical background, develop values and postulates underpinning SBS. Fourth, we asked students to write their perceptions in learning journal. To point out students' perceptions about using narrative and drama models in teaching the history of SBS, we gave some questions as follows:

1. Do the narrative and drama models make it easier for students to understand the history of SBS?
2. What kind of experiences did you have after learning the history of SBS?
3. How did teachers guide the students during the learning process?
4. How did the teachers build relations, interaction, and communication during the learning process?
5. Were there any changes you felt before and after studying the history of the SBS?
6. What kinds of values that can you apply after learning the history of SBS?

3.3 DATA ANALYSIS METHODS

Our study began with the piloting in the eighth grader students. The purpose of the piloting was to test the narrative and drama models in teaching the history of SBS. We started the piloting on August: 05 to September 05, 2016. We found some strengths and weaknesses during piloting. The strengths are such as the students were easy to follow instruction in the activities that we designed. Students also understand the instruments that we used to collect data. In spite of that, the weaknesses are: difficulties in doing observation completely because of the limitation of the time. In addition, the history of SBS was not included as the subject matter of the school.

The real research, after piloting, started on September 05 – October 28, 2016, and was focused on eleventh grader activities, in which they learned the history of SBS through narrative and drama models. From the activities, we took our research data as explained in the “Data Gathering Methods” as described above. Afterwards, we analyzed the data through transcribing, making coding, assigning a category, and collecting of the themes. During this research, we conducted the prior test, analyzed the prior test, and started to find out more information from the net, books, articles and so on. In addition, we gave learning diary, prepared the drama process and analyzed the drama.

3.3.1 *Analyzing Observation*

We transcribed the students’ videos of the students’ activities. To analyze the data we adopted Rainio’s analysis “Analyzing the Students’ Initiative” (Rainio, 2008). In analyzing the Students’ Initiative there are three categories; Passive, Responsive, and Initiative. Passive relates to the students who do not participate during activities, they just follow its flow. Responsive is for the students who participate and follow the activities, nodding when asked, following instructions, giving own ideas. And the last,

initiative, concerns students who do the activities because of their own will. Initiative is divided to four categories, there are: Supportive Initiative, Constructive Initiatives, Deconstructive Initiative, and Resistant Initiatives. Supportive Initiative is for the students supporting another students and teachers' suggestion, following the activities, and giving their own ideas. Constructive Initiatives is used to call students who give their own ideas, have new suggestions, ask questions, and following the activities well. Saying this, we seem to agree that the constructive is more interested than the supportive initiative. The Deconstructive Initiative is on the other for students who are active during activities, but they often try to find other activities. And finally, Resistant Initiatives relates to students who follow the activities, but it is not in accordance with the rules of the activities (Rainio, 2008).

3.3.2 Analyzing Assessment of Students' Prior Knowledge and Students' Opinions about the Benefit of Studying History of the SBS, and Essay Writing

We analyzed students' statements by transcribing, coding, and making categories of their statements before conducting the drama. Briefly, we divided the assessment in three categories level, as follows:

Figure1.

Category levels of students answers

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Able to explain 1-3 of the important points about the history of SBS. 	<ul style="list-style-type: none"> • Able to explain 4-5 of the important points about the history of SBS. 	<ul style="list-style-type: none"> • Critical Thinking • Able to explore about the

		history of SBS. <ul style="list-style-type: none"> • Using structure language • Explain the values of SBS.
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3.3.3 *Analyzing Learning Journals*

We analyzed students' perceptions with respect to the use of narrative and drama models for teaching the history of SBS. In analyzing the data, we adopted an article written by Duban, Yildiz, and Duzgun (2013, p.3). They explained that "The themes were developed based on the questions asked. Related codes obtained in the data analysis were used as sub-themes and categories". In this data, we themed every question in students' learning journal, we coded it based on their answers and categorized it into some sub-themes. Therefore, we could conclude about their perceptions about the narrative and drama models in the learning process.

3.4 RESEARCH ETHICS

Before gathering the data, we asked permission from the school's community by giving a permission letter from Tampere University to support our research and informed it to all of the teachers through group messenger. Not only teachers but also the students at the eleventh grades signed the consent letter to participate in our research.

4. FINDINGS AND DISCUSSION

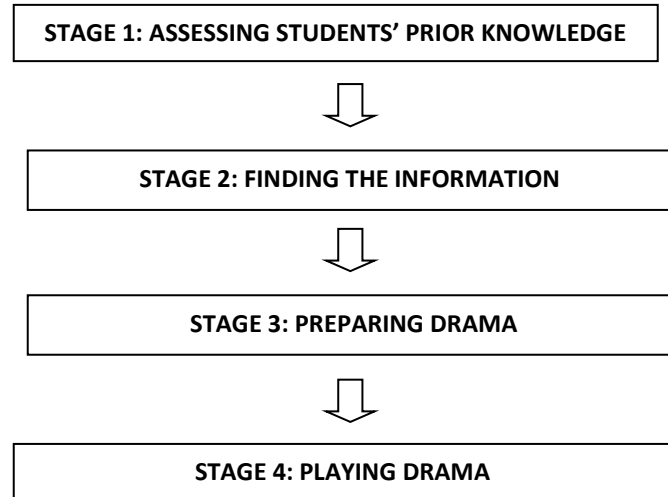
In this chapter, we described the findings of the research and discussion on the using of narrative and drama models in the learning to internalize the values of the history of the eleventh graders of SBS. The data in this study was obtained through observations, interviews, assessments of students' prior knowledge, analysis of students' essay writing, and learning journal. Data were collected and analyzed related to the research question posed in this study.

4.1. THE PROCESS OF NARRATIVE AND DRAMA MODELS IN TEACHING THE HISTORY OF SBS: EXPLORING UNDERSTANDING THROUGH EXPERIENCES

We designed the narrative and drama models in teaching the history of SBS into four stages. Every stage provided various activities concerned with how students' experiences constructed their understanding about the history of SBS. The stages of the narrative and drama models were illustrated in the following:

Figure 2.

NARRATIVE AND DRAMA MODELS IN TEACHING HISTORY OF SBS



We guided the students to discover the knowledge by them and getting immerses experiences in the learning process. Getting immerses in students' experiences was in line with the theory of scaffolding developed by Vygotsky. He believed that learning occurs when students work on their tasks that have not been studied, but these tasks are still within the range of their abilities. The tasks are within their zone of proximal development (ZPD). Zone of proximal development is the area of actual development and potential development level. Actual development level defined the ability to solve problems independently and potential development defined as problem-solving skills under the guidance of adults (Oakley, 2004).

In addition, we gave students opportunity to take responsibility after the students were able to work on their own. We support our students by giving instructions, advice and encouragement that allows students to be independent. We conducted the diagnostic assessment to recognize students' prior knowledge and competence in understanding the history of SBS. It helped us as teachers to determine

the next steps in promoting students' ability. Moreover, we provided the opportunity for the students to participate and share their perception about the history of SBS that happened in the school. We applied the cooperative learning as a method in the teaching the history of SBS. It increased students' critical inquiry, promoted students' perspective and encouraged students' responsive. We also observed the process of the students' interview and debriefed them. In the end of the process, we leaded students to reflect their learning.

To increase students' participation, we should be positioned students as subject of learning. One of our tasks was to provide and prepare the learning conditions that could stimulate students' involvement. We prepared every stages of the learning to make students getting immerse in their experiences.

4.1.1 Stage One: Assessment of Students

In this stage, we assessed students' prior knowledge and opinion about the benefits of studying the history of SBS to identify students' need. We came to eleventh grade to collect the data. In this case, we gave students open-ended questions and asked them to write their knowledge and their opinion on the paper. We got the data from students' answers and analyzed it. Based on our assessment, we ascertained that most of students' prior knowledge in understanding the history of SBS in level 2. It described those students able to explained 4-5 the important points about the history of SBS. (See figure.1, p.28). They mentioned several points about the school history, such as the location/place, the date, the founder and why the school was built.

By this finding, we wanted to show the importance of assessment in learning. It helped the teachers to determine what has been learned by the students and what has not, to encourage students to set learning goals by their own and continuously inform their progress. According to Huba and Freed (2008), assessment is the process of collecting and testing information to improve students' understanding of what has been learned from their experiences, therefore it helps teachers to focus on teaching strategies efficiently and precisely. Assessment is divided into three categories: diagnostic, formative and summative. Each category has different functions. Assessing students' prior knowledge and students' opinions about the benefits of studying the history of SBS are included in the diagnostic assessment. It helped teachers to recognize students' prior knowledge and competence, to explain misconceptions at the beginning of learning and to reflect the teaching and learning (Hanna and Dettmer, 2004).

In addition, students shared their knowledge and perspective to other students in turn. The teachers provided the opportunity for students to participate in learning process. These activities provided narrative perspective. This finding supported the notion of Cassidy (2001), narratives facilitate students to share their ideas and determine new understanding by assimilating their experiences into narrative. Cardiff (2012) stated that narrative explores students' thoughts and feelings, to share their perceptions, not necessarily be a good communicator to share personal narrative.

4.1.2. Stage Two: Finding Information

Stage two was finding the information. In this stage, we instructed the students to accomplish some of the tasks, such as selecting a group, discussing, creating a list of questions, conducting interviews and writing the reports. To obtain information about the history of SBS, we guided the students to search the information from the internet, books, movies, and interviews.

In selecting the groups, we gave the students freedom to determine their own groups according to their interests. It was noted that there were three groups of information seekers. The first group consisted of seven students who collected the information from the internet, books and movies. The second group consisted of five students who interviewed key figures. The third group consisted of four students with the task of interviewing members of local community.

The first group consisted of students, who had the responsibility to search information via internet, book, and watching movies about the tsunami happened in Aceh, 2004. They discussed and shared the stories of their families who were victims and tried to remember how old they were at the time of the tsunami.

The second and the third group had the responsibility to interview key figures and members of the community around the school; they discussed, asked questions, and practiced how to interview with each other. During the discussion, the teachers directed students on how to create the questions for an interview. After that, they took turns to simulate the interview, while others contributed their feedback.

Our strategies in this stage provided an illustration how students learn from concrete activities to new understanding through groups, individual, and community assisted by the teacher. They learn through interaction with adults or peers who are more capable (Jordan, Carlile and Stack, 2008).

In addition, we believed that the cooperative learning that we used in teaching the history of SBS assisted students to be more easily in finding and understanding the difficult concepts if they were discussing the issue with friends. In the same way, Silvers, et al. (2010) suggested that students should be involved in positive activities and the implication beyond their boundaries. It gave students' experience and different perspective to solve the significant problems. By discussion among group

members, it would be increasing students' critical inquiry, promoting students' perspective and encouraging student's responsive.

On September 08, 2016, the members of the second group interviewed the food seller (FS) in the school cafeteria. They asked some questions about the condition of the school then and now. They recorded the information they received and presented it at the next meeting. The process of the interview as follows:

Student : How long have you sold foods in SBS?

FS : Since 2005 when SBS was built.

Student : Where did students and teachers come from?

FS : The students came from various regions in Aceh, for instance; Simeulue, Blang Pidie, Subulussalam, Meulaboh, Tekengon, Nagan raya, Banda Aceh, Langsa, Tamiang, etc. The teachers not only came from Aceh, but also from Jogja, Bandung, Surabaya, Semarang, etc.

Student : Are there any differences between SBS then and now?

FS : Then, the students were from poor families, conflict and tsunami victims, but now, every student can learn in SBS.

After the interview, we debriefed the students and asked about their experiences. Students concluded that they faced the problems of language in interviewing the food seller. The food seller lacked of understanding in the Indonesian language because she used the local language in her daily conversation.

The third group began to interview the key figures on September 27, 2016. The key figures who involved in the establishing of Sukma Bangsa School are Ahmad Baedowi is an education director of Sukma Bangsa foundation, Khairuddin Bashori, Syamsir Alam, and Fuad Fachruddin are education consultants of Sukma Bangsa School.

The teachers helped students to make an appointment with the key figures and interviewed them separately. They took turns to ask some questions regarding the key figures' involvement in the establishment of SBS. They recorded and wrote down all the information they received. There were approximately fifteen questions in the interview. During the interview, we as teachers and researchers observed how the process went. Students interviewed a key figure (KF) as follows:

Student : Could you tell us about the history of SBS?

KF 1 : At the beginning, SBS was dedicated from the tsunami and the conflict victims in Aceh. On the other hand, the purpose of the school is to educate students to be part of Indonesian and the world.

Student : What do you think about the best from the school?

KF 1 : I think, from the excellent school is not only a good academic achievement, but also a good people and beneficial for others.

Student : How was the process of developing school culture?

KF 1 : There are three key words in developing our school culture; Religion, Nationality, and Culture.

Student : SBS has good facilities, where did the money from?

KF 1 : All of the cost was contributed from societies around the world, not only from conglomerates, but also from beggars. For 3 months the cost was collected amount 165 billion. Therefore, to respect them all, you should study hard.

At the end of the interview, we debriefed the students and asked them a few questions focusing on their feeling.

Mrs. S : How did you feel before and after the interview?

BR : At the first, I was nervous, scared and unconfident, but after the interview went for almost 10 minutes, I began to enjoy it and was not afraid anymore, maybe it's because of the relaxed atmosphere.

Mrs. S : What the benefits did you get after interviewing?

BR : I feel confident and that is what important for me. This is my first experience of interviewing people, beside that I got more information about the history of SBS directly from the key figures. Such as; the aim of the school is to educate students to be part of Indonesian and the world, three key worlds of the school culture (Religion, Nationality, and Cultures), etc.

The debrief session gave an opportunity for the students to express their feeling after interviews and to identify students' experiences from the different perception. Concerning this stage to the narrative learning, students learned through experiences and construct their meaning. Debrief connected between students' life stories and experiences, reflection their experiences for future improvement. As the previous research on learning from experiences (Cassidy, 2001; Clark & Rossiter, 2008) described that reflection process as an instrument to make students connecting to their

experiences. Reflection occurs surrounded by social and contextual communication. Likewise, Selmo (2015) suggested that teachers should lead students to use reflection in learning. Reflection is a tool to understand the experience of life, connecting the student experience with different views of others, helping students to learn not only for the present but also for the future.

After all groups completed the tasks, they shared the information they had. In the next meeting, they wrote an essay about the history of SBS based on the information that they got. According to Gagne's theories on practice, learning occurs in the process of receiving information, and producing output in the form of learning outcomes (Fields, 1996). Process information is the interaction between the internal and external conditions of the individual. Internal conditions are individual condition that necessary to achieve the learning outcomes and cognitive processes. External conditions are the stimulation of the environment that affects students in the learning process.

4.1.3. Stage Three: Preparing the Drama.

In this stage, we created the activities of preparing drama not only at the school hours but also after school hours. We encouraged the students to write the scenario, select the play director, discuss the characters and prepare some of the properties that they will use in the drama. Before rehearsing the drama, students watched some videos of drama performances for references. Students rehearsed the drama during and after school hours. We collaborated with History and Bahasa teachers in order to create the time to be more efficiency and effectively. Ms. ZN who taught the history, helped us in teaching and guiding students. In addition, Ms. CM who taught Bahasa and Drama helped us to direct the students and helped them to act well. She guided the students to prepare scenarios and coached the

students' dialogue and enunciation. When students rehearsed the drama, we leaded them to understand the plots.

We observed and made notes of the students' responses in their activities. In this stage, we coded students' initiative into three categories; passive, responsive and initiative. Initiative is divided to four categories, there are: supportive, constructive, deconstructive, and resistant initiatives (See. Appendix C, analyzing students' initiatives, p.68).

On September 29, 2016, we lead students to gather in rehearsal room to discuss and plan the drama. Students created the different scenes of the SBS history. IZ, a female student was the director of the drama who explained the script and assigned roles to the casts. Our observation showed that IZ's action included in the category of constructive initiative. The rest of the students (all 16 of them) read the script and try to understand the character that they will play. Thus, the initiative of 16 students included in the category of the supportive initiative.

Another female student named TR suggested some actors of the first scene to prepare themselves. The said actors listened and responded to TR's suggestions by saying "yes" or nodding their head in agreement, TR's action was a constructive initiative, whereas her friends' action is responsive.

AN was the only student who did not get an acting role, but he took charge of designing the sound effect so that the drama became more alive. In this case, AN's action was also an constructive initiative. After each of the students got a role, they began to rehearse the drama. We recorded the students' rehearse about 9 times during October – November 2016.

Moreover, the idea in learning and drama made learning of SBS history more personal and meaningful for students. Using drama enabled students to participate actively in learning activities in the classroom. In playing the drama history of SBS, the students were required to take a particular role,

they interacted with other students actively. The students involved in the learning process from the beginning to the evaluation at the end of learning.

In this research, we argued that most of the participants of eleventh graders could be included in constructive initiative participation. They shared ideas, suggestions and contributions in their activities. For example, AN told that although he did not obtain the role in the drama but he was able to create sound effects to make the drama more vivid and memorable. The drama of SBS history was explicitly demonstrating students' participation in learning. In the same way, research conducted by Cassidy (2001) used the story to enhance students' experience in learning, also research by Rainio (2008) used play-word activity to develop students' agency.

4.1.4. Stage Four: Playing Drama.

In this stage, students played drama in front of the audiences. Before performing the drama, we leaded the students to prepare the drama and properties that they used. We created the stand-up of entertainment in the lobby of the school. All of students and teachers in elementary, junior, and senior high school took a part in this activity. Students performed by wearing the costumes based on their characters. The students' roles in playing the drama of the history of SBS were as follows:

- Traditional dancers to illustrate the culture of Aceh.
- Indonesian military and combatants (separatist movement) against the government to demonstrate the conflict in Aceh.
- The victims of the earthquake and tsunami.

- Poetry reader to illustrate the misery of Acehnese people caused by conflict and the tsunami.
- Surya Paloh (initiator of the establishment of SBS), reporters, cameraman, President of Indonesia, beggar, and so on. For more detail about the storyline (see appendix E, p.71). “Play Script of the history of SBS”.

The characters above were played by 17 students of the eleventh graders. There were some students who played more than one character. For instance, FZ acted both as a separatist and as a beggar. Based on our observation, FZ played his role very well. He was confident and was able to express the dialogue clearly. After the students performed the drama, we briefed students gathering and had dialogue about their feelings:

Mrs. S : *How do you feel after performing the drama in front of the audience?*

FZ : *This is my first public experience. I learned a lot about the history of SBS through drama. I feel involved in the process of establishment of SBS directly.*

AN : *I felt changes drastically, actually I was a shy person before, but now I became more confident, because of my friends' encouragement of me.*

ZF : *Very pleasant, my knowledge grew, at first, I did not know much about the history of SBS. Funny and unforgettable moments ...*

Ms. Y : *I want you to think about an interesting explanation about how you felt after studying the history of SBS for one month.*

IT : *We could create the scrip together. I think the most exciting moment was behind the scenes that we danced together, not only the students but also the teacher. We also laughed together.*

TR : I prefer to be clear about the process of the study building where I stand, I appreciate and love this school, because this school was contributed from societies around the world. Many people respect and care about this school.

In a word, the model of learning that we applied had implemented the theory of constructivism. It emphasized that students construct their knowledge through social interaction with others, for instance; firstly, when the students shared information and their experiences in studying the history of SBS through group discussion, interview, and the brief sessions, we provided an opportunity for students to express their ideas with their own language. Second, we facilitated students to think about the experience and to be more creative and imaginative by watching a movie, interviews, and writing the essay and the script of the drama. Third, when students found the information about the history of SBS, they tried to retell the history. We gave students the chance to try out new ideas. Fourth, when students created the drama and chose their own character in playing the drama, we provided experiences that related to the ideas that had been owned by the students. Fifth, we created conducive learning environment by building a good student – teacher relationship. At the end of the research, the students wrote their perceptions about using narrative and drama in learning journals that will be discussed in the next section.

4.2. THE VALUES OF THE HISTORY OF SBS

The values of the history of SBS were explained by students in an essay writing assignment to identify what kind of values students achieved from the history. We found that most of the students asserted that after getting much knowledge and information about the history of SBS, they learned many values from it, since they found the information by themselves. The values that they mentioned were honesty,

appreciation, harmony, tolerance, motivation, responsibility, sincerity, togetherness, and peacefulness.

Some of the students' words were mentioned below:

"From the history of SBS, we learned many values, for instance: honesty, politeness, awareness, and respect for each other. The values create a good environment where we have tolerance, care, trust, and have good relation between teachers and students in the school" (TR, 2016).

"Many people were involved when SBS was built, they collected donations, negotiated with societies to build the school in Aceh, and recruited the best teachers to teach the students who studied in SBS. Those teach us how to sacrifice and give empathy to others. Moreover, I as a student hope that the school will be a good example for another school which has a good culture as the key figures' expectation before. And the important thing is we have to apply our cultures, such as to be honest, polite, and respect each other wherever we go and do not forget it" (AD, 2016).

"SBS facilitated students to have good knowledge, skill, and attitude, such as tolerance, good relationships, and help each other. I hope that it will always apply the many values that we have from the school in our daily lives" (AM, 2016).

"From the history of SBS, we learned how to help others, just as the people helped who donated to the school, and it reminded us about their efforts for this school. Therefore, we as students have to study hard and always use our best culture". (IZ, 2016).

"I knew the meaning of the green uniform that I wear. The green means peacefulness". (FZ, 2016).

Integrating the values in activities helped students to be responsible, determine personal choice and social positivity. Just hearing the values is not sufficient for the students. Tillman (2004) stated that students not only need to feel, experience and think, but also need to have social skills in order to use these values in our daily activities. The drama of SBS was an activity that facilitated the students to reflect the values. For instance, the value of respect, the students created a drama that deals with portraits of respect by taking the context of the history of SBS. Students explored their ideas by telling, writing, and acting. These activities were ways to explore how students experienced and created the values.

4.3. STUDENTS' PERCEPTIONS ABOUT USING NARRATIVE AND DRAMA

On October 26, 2016, we collected the data from the students' learning journals to recognize their perceptions about using narrative and drama models in learning the history of the SBS by giving some of the questions as explained earlier (Analyzing Learning Journal). Based on students' perceptions, there are three positive impacts of using narrative and drama for students and teachers. There were; students' knowledge, skills, and attitudes, students' relationships, and teachers' strategies.

4.3.1. Students' Knowledge, Skills, and Attitudes

Learning journal was one of the strategies that we used in facilitating the students to connect between experience, learning and prepare the students to solve the problems. According to Muller (2012) when students write narrative, they experience the events, actions and feelings, and articulate in writing. Writing challenged them to distinguish between emotions, experiences, and evoke a reaction. Narrative writing involves students' cognitive, affective, and psychomotor aspects.

According to students' learning journals, most of the students reported that narrative and drama helped them to broaden and deepened their knowledge about the history of SBS. Students perceived that they had more information about the SBS history after looking for information, writing, and playing drama. For instance, they known about the meaning of SUKMA's name, the meaning of green uniform, the process of the SISTO in the school, the school design, the process of the staff and the teachers' recruitment, the vision and mission the school, the school culture, the three keywords of school culture (Religion, Cultures, and Nationality), and the logo of the school.

The logo has deeper meaning which has connection with Aceh culture. There are two kinds in the logo of SBS, the first is the Bungong Jeumpa, it is a famous flower in Aceh, Bugong Jeumpa is symbolized as an Acehnese culture. It is placed in the symbol because the SBS is built in Aceh. The second is a book, it is symbolized as an education and place for learning. Thus both of Bungong Jeumpa and Book are important and interconnected. The teachers and the students in SBS have to understand the meaning of the symbol because it is a part of their identity. As some students asserted that:

After studying the history of SBS by using narrative and drama, now I understand about the logo of our school, there are two important things of it "Book and Bungong Jeumpa (Aceh's Flower)", Book is related to the school or education and Bungong Jeumpa is related to Aceh's culture, because SBS is placed in Aceh that's why Bungong Jeumpa is one of important things to use in the logo of our school (AD, 2016).

I have not much knowledge about the history of SBS before, but when we studied about the history by using narrative and drama, I got some of the important things about the history of SBS, such as: school design, school culture, logo, etc. (BR, 2016).

I know the important key figures of SBS that I did not know before, the logo of the school, the meaning of green uniform, and a songwriter of the hymn of SBS. (TR, 2016).

Because of this research, I have got much information about the SBS. Many stories that happen in the past, starting from earthquake, tsunami, conflict in Aceh, donation from many peoples, processing of school building, and etc. All of those are part of the history of SBS. (IT, 2016).

The finding also showed that narrative and drama were very beneficial for students, as through narrative and drama the students could understand the history of SBS much more easily. The finding was similar to that of what Krivkova (2011) had stated that using narrative and drama encourage students' cognitive learning, such as developing students' memory and getting better information about an event. AH, AN, ZF, and GF perceived that through narrative and drama, they had a better understanding about the history of SBS. In the same way, YN mentioned that "learning by using narrative and drama helped me to remember the story very well, it was also because we have to find the information about the history by ourselves". Narrative and drama will broaden students' knowledge and perception toward the events that occur. Narrative and drama gave students opportunities to explore their understanding. To get students' perceptions, teachers had to observe students' participation, interaction, and communication one each other in the playing the drama (McNaughton, 2004).

In addition, the finding showed that most of the students had explored their skills to participate in drama activities, such as interviewing the figures, creating the script, playing the drama, and retelling the history to others. Kao & O'Neill (1998) mentioned that drama has been used successfully to help students in understanding an event and it useful in promoting and practicing social or linguistic skills.

IT explained that “by using narrative and drama, we felt directly involved when the processing of SBS in the beginning because we created the similarly story as event at the time”. AD argued “narrative and drama helped me to memorize and retell the history to the others”. Vygotsky (1967) supported that learning through narrative and drama develops students’ imagination and creativity in promoting their ideas. In line with that, Howell and Heap (2013) found that students had new knowledge and skills after playing drama, not only imagining the story but also imitating the event in the past. AN stated that drama encouraged him to be more confident. FZ stated that “Applying drama model made me as a part of the SBS history and I could feel the event directly when the school is developed”. In addition, EX stated that she was very interested in learning by using drama because she got many experiences which improved her knowledge about the history of SBS. Moreover, she added that she not only studied about the history, but also able to create drama about the event in the history. Gervais (2006) supported that using drama encourages students to learn how to collaborate with other and dramatize the others’ lives in the past.

In addition, narrative and drama have a positive effect on students in promoting their attitude in learning. This research found that many students argued that narrative and drama gave much powerful impact for them to be positive learner, such as discipline, respect, aware, care of each other and of the school environment. As FD stated that “learning the history of SBS through narrative and drama helped me to be more respectful and keep the school as part of myself”. AM added that “drama helps me to chance myself to be more appreciated with my school, I learn how to respect and help each other”. Likewise, FB mentioned that “after learning the history of SBS through narrative and drama models, I could apply many values, such as to be more responsible, serious, consistent, and passionate”. Other students asserted that they learned many values that could be applied in the school as learners such as helping each other, having high tolerance, staying confident, and trusting their own self. As supported

by McNaughton (2004, p.153), “drama provides students with many opportunities to explore values”. We claimed that not only students’ knowledge was improved, but also students’ skills and attitudes. In this case, students’ knowledge about the history of SBS was increased from level 2 to level 3. They had deeper understanding and critical thinking in studying the history of SBS. It described that the students able to think critically, explore the history, use structure language, and explain the values of SBS (See figure.1 page 28).

The table below showed the change in learning outcome between students’ prior knowledge and students’ knowledge of the end the process:

Figure. 3

The change in learning outcome comparing the students’ prior knowledge to the students’ knowledge at the end of the process

Students’ prior knowledge	Students’ knowledge at the end of the process
Level 2	Level 3
Students able to explain 4-5 of the important point about the history of SBS such as location/place, the date, the founder and the reason of establishing the school.	<ul style="list-style-type: none"> - Students got more information about the history of SBS such as the condition of the school then and now, the good thing from the school, three key words in developing school culture, and so on. - Students able to explore their thoughts and feelings. For instance some of students mentioned that during learning, they got

	<p>many exiting experiences and feel involved in the process of establishment of SBS directly. They felt confident during the process.</p> <ul style="list-style-type: none"> - Students not only remember the knowledge but live with it. After knowing the history of SBS, most of students mentioned that they appreciated and loved the school. - Not only enhances students' knowledge, but also creates the students to be closer with each other and the teachers.
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4.3.2. *Student/ Teacher Relationships*

Learning by using narrative and drama models not only enhances students' knowledge, but also created the students to be closer with each other and the teachers as well. BR mentioned that "during learning about the history of SBS, I got many exiting experiences because we had to work together to find the information about the history of SBS". Drama improved students' willingness to collaborate, cooperate, and communicate with others. They worked together to create the scenario of the drama and they learned how to interact with the others. This finding was similar to Pearce and Brennan (2009) found that many students agreed that narrative and drama was a powerful method to develop their communication and team-working skills. By using narrative and drama models, they were directly

involved to work together with others. In narrative and drama activities, students were put in the same situation, it imposed them to work together with the other students in order to create good stories based on the events that they learned. On the other hand, the students mentioned that they also had good relation with the teachers, they made a group messenger to have more communication, not only discussing about the history of SBS, but also sometimes making jokes, just saying hallo, sharing, etc. Thus, it made them feeling closer to the teacher. As ZF asserted that “the teachers were easy going, funny, and friendly”. AN also stated that “the relation between the teachers and the students was going well, we were often making jokes to create comfortable learning in the classroom”.

4.3.3. Teachers’ Strategies

Based on students’ perceptions about the teachers’ strategies in teaching the history of SBS through narrative and drama models in learning journals, the students perceived that the teachers taught them in a simple way and made it easy to understand the lesson, explained the subject with the clear topic, was consistent and enthusiastic in teaching, and created the opportunity for the students to explore their ideas and promote themselves to be active learners. Brunner (1966) stated that the teachers should believe that their students have the potential to study independently. In addition, some of them stated that during learning activities, the teachers guided students well, gave the assessment but easy to do, and facilitated the students’ necessity. It was consistent with that of Butler (1989), as he supported that in using drama, the teachers should be sensitive of the students’ need to promote their confidence and courage in learning.

The students thought that the teachers made them appreciated and not bored to study. AN stated that “the teachers always motivated the students to be more spirit and to do not give up in studying. Besides, the teachers also gave them the opportunity to use their Hand Phone to find the information about the history of SBS”, it was something new for the students and different way in learning process. Furthermore, most of the students perceived that the teachers taught them with respectful, patient, stable, kind, extraordinary, and enjoyable learning, such as starting the activities by playing games and dances to create safe-learning and a more comfortable place in the class. On the other hand, some students concluded that one of the teachers’ strategies was creating the groups. It helped them to work together. Moreover, SY mentioned that “the teachers gave opportunity for students to explore their interest in learning”, as supported by Peter (2009) that there are three important things in using drama, these are: firstly, the teachers should involve students engaging actively in the learning process. Secondly, teachers assure the students that drama involves fun activities. And thirdly, teachers have to make students aware to follow the process of learning intentionally and voluntarily.

Another finding was not only students constructed their knowledge about the history of SBS, but also we as teachers obtained the knowledge from students that we did not know before, such as the total of donation from the people around the world, the key figures who were involved the process of establish the SBS, and the meaning of logo of SBS. Furthermore, both of teachers and students learned together, discussed, and shared the history of SBS in their pairs. As supported by Margaret Mead’s theory about Pre-figurative and Post-figurative. Pre-figurative is adult learning from children, and Post-figurative is children learning from adult. We found that using “Group Line Messenger” as a learning media helped teachers-students and students-students to increase their communication, discussion, and sharing the information. Those illustrate that child and adult learn each other.

To conclude the process of narrative and drama models, see the table below:

Figure. 4

**NARRATIVE AND DRAMA MODELS IN TEACHING THE
HISTORY OF SUKMA BANGSA SCHOOL (SBS)**

STAGE OF ACTIVITIES	CONCEPTS	THEORY
STAGE ONE	<p>Assessment how students know about the history of SBS.</p> <p>Students share their knowledge in turn</p> <p>Debrief session</p>	<ul style="list-style-type: none"> - Assessment is the process of collecting and testing information to improve students' understanding of what has been learned from their experiences - Teachers provide the opportunity for students to participate in learning process. These activities provide narrative perspective.
STAGE TWO	<p>Selecting the group to looking for information about the history of SBS (Students choose the group base on their interest)</p> <ul style="list-style-type: none"> - Group 1: seek information through interviewing members of local 	<ul style="list-style-type: none"> - Constructivist and socio-constructivist learning theories - Theory of constructivism emphasized that students construct their knowledge through social interaction with others.

	<p>community, who involve in the process of SBS construction</p> <ul style="list-style-type: none"> - Group 2 : interview key figures - Group 3: search for information through the internet, books, you tube, movies, etc. <p>Discussion</p> <ul style="list-style-type: none"> - Create the list of interview questions - Simulation doing interview - Watching movie how to be a good interviewer <p>Interview, presentation and writing report</p> <p>Debrief Session</p>	<ul style="list-style-type: none"> - Debrief connects students' life stories and experiences, reflection on their experiences for future improvement.
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STAGE THREE	<p>Write the scenario/script the drama history of SBS</p> <p>Select the director</p> <p>Discuss the characters</p> <p>Prepare the properties</p> <p>Watch some videos of drama performances for references</p> <p>Rehearsing the drama of history of SBS</p>	<ul style="list-style-type: none"> - Students' responses in their activities. (passive, responsive and initiative) - Students' involvement in the learning process, includes both of physical and emotional aspects. - Teachers apply the view of scaffolding theory by Vygotsky (teacher gives students opportunity to take responsibility after the student is able to work on their own)
STAGE FOUR	<ul style="list-style-type: none"> - Preparing stage to perform - Playing drama - Debrief session - Celebration - Write learning journal <p>(Learning journal is one strategy that we used to facilitate the students to connect between experience and learning and prepare students to solve problems, identify what kind of the values that students achieved from the history, recognize</p>	<ul style="list-style-type: none"> - Experiential learning. Provides experiences that relate to the idea that has been owned by the students. - Narrative writing involves students' cognitive, affective, and psychomotor aspects

	students' perceptions about using narrative and drama models in learning the history of the SBS).	
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5. CONCLUSIONS AND IMPLICATIONS

5.1 CONCLUSIONS

This study described the using of narrative and drama model in teaching and learning history of Sukma Bangsa School (SBS). Narrative and drama models were the concepts how the students constructed the meaning and understand the experience in the learning the history of SBS. Narrative is included in the larger category of constructivist learning theory, the basic principle of which is to construct meaning from experiences (Clark & Rossiter, 2008). Constructivism involves students to learn actively in the learning process, provides a challenging experience and has the effect on managing their beliefs as well as the importance in reflecting on teaching.

The history of SBS was a good medium of the learning, because it contained the values that we could take as the guidance in life. Students learned to understand the values beyond the history of school and tried to disseminate the values to the next students' generation. We believed that using history of SBS could enhance the teaching and the learning process because it not only involved students' cognitive domain but also students' spirit, imagination, and heart.

We applied several steps in teaching the history of SBS, there were; assessing students' prior knowledge, finding the information, preparing drama, and performing the drama. Assessing students' prior knowledge was used to recognize students' understanding about the history of SBS in the beginning of learning activities. It was important to identify students' learning motivation, thus, we

were able to determine what the students wanted to do in the next. It improved students' understanding of what they had learned from their experiences, it helped teachers to reflect their teaching as well as students in learning.

Finding the information provided the students to learn from concrete activities to a new understanding. In this case, finding the information was helpful for students to improve their knowledge about the history of SBS. It helped students to have a better understanding of the history than before. In addition, it gave positive effect for students in memorizing the history as well. Likewise, they also wrote an essay writing to recognize the values that they got after obtaining the information about the history of SBS.

Preparing drama illustrated the history based on students' information that they found before. Preparing drama developed students to explore their creativities and imagination about the history of SBS. Students were not only tried to remember the knowledge but also lived with it. The students could also build their ideas on creating and imitating the history based on their perspectives, and it promoted them to be more critical in the learning activities. Furthermore, we saw that most of the students were very interested in participating and creating drama about the history of SBS. They shared their ideas, suggestions, and contributions within the activities.

Drama performance improved students' skill and confidence in acting the drama. Most of students played the drama seriously, and they acted according to their roles. Besides, the students were also able to create the drama in equivalent to the event happened in the history of SBS. Regarding students' perception about using narrative and drama in learning the history of SBS, it was very useful and beneficial for them. These increased students' knowledge, skills, and attitudes.

In addition, students learned many values from the history of SBS, such as being more responsible, respect, aware, tolerant, helpful, confident, and faithful. Hence, the students could improve their attitudes, and they realized that they have to be better as learners.

Regarding students' perception about using narrative and drama in learning the history of SBS, the students perceived that using narrative and drama were very useful and beneficial for them. These increased students' knowledge, skills, and attitudes. Narrative and drama helped them to understand the lesson much better than before and promoted students to explore their talents to be more confident in action. Moreover, students felt that they had the opportunity to create drama freely, thus, it made them to feel more comfortable when performing the drama.

5.2. FUTURE RESEARCH

Based on our research, narrative and drama models are effective to implement. We may also need to say that using narrative and drama models may work not only in the subject of history but also it is certainly applicable in other subjects, such as, Language, Social Science, and Art. Therefore, we suggest to other researchers to carry out the narrative and drama model in the future. In addition, teachers can use narrative and drama models to teach students with special need. It can help teachers in doing their tasks more creatively and easier for students to understand.

Expectantly, narrative and drama models can be used in academic curricula. We may also suggest that a "School History" can be internalized in any subjects as a resource of teaching for teachers. The lessons taken from the past occurrence may be socialized in order to help the school in building students' identity, since the school history is undeniably part of their identities.

5.3. LIMITATIONS

Although this research has reached its aims, but there are some unavoidable limitations. First, because of the time limit, this research was conducted only several times because the participant had overloaded work. In some cases, they had many studies at the same time. Second, not only students but also we as researchers did not have much time because we had some learning activities with our lecturers in Bireun, Aceh. Third, we did not have a schedule of teaching in the classroom. Therefore, we had to use another lesson schedule in our research. Fourth, we did not have enough facilities to play drama such as rooms, properties, etc.

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APPENDIX A

Consent to Participate in Research

Title of Study

Disseminating History of SBS through Narrative Learning:

Creating Drama Model for 11th Grade Students of SBS

Introduction and Purpose

We are Susan Sovia and Youlin Afrineta graduate students at Tampere University, Finland, in the Department of Education. We would like to invite you to take part in our research study, which concerns on Narrative and Drama Models in Teaching the History of Sukma Bangsa School (SBS) for 11th Grade Students.

Procedures

If you agree to participate in our research, we will conduct an interview and observe you during activities. With your permission, we will record and take notes during the interview and observation. We expect to conduct only one interview; however, follow-up may be needed to add the clarification. If so, we will contact you by mail/phone to request this.

Confidentiality

Your study data will be handled as confidentially as possible. If you pleasure, the results of this study are published or presented, and individual names, other personally identifiable information will be

used. When the research is completed, we may save the tapes and notes for use in future research done by ourselves or others.

Questions

If you have any questions about this research, please feel free to contact us. We can be reached at [085277137749/ sovia-cilukba@yahoo.com] or [085270234779/Youlinafrineta980@gmail.com]

CONSENT

If you wish to participate in this study, please sign and date below.

Participant's Name and Signature

Date

[Optional/If applicable]

If you agree to allow your name or other identifying information to be included in all final reports, publications, and/or presentations resulting from this research, please sign and date below.

Participant's Name and Signature

Date

APPENDIX B

THE EXAMPLE OF SCHEDULE ACTIVITIES

Narrative and Drama Models in Teaching the History of Sukma Bangsa School (SBS)

Monday, September 05, 2016

11.50 – 13.10 pm (1 hour)

TIME	ACTIVITIES	PIC	TOOLS	REMARK
12.00 – 12.15	Introduction + Energizer	Mrs. Susan	Meta plan paper	The aims of the research Games “Why and Because”
12.15 – 12.30	Discussion +Assign Letter of Consent	Mrs. Susan	Letter of Consent Tape recorder Camera	Participant read and discuss about letter of consent and then assign if they agree to be participant
12.30 – 13.10	Assessment how participants know about history of SBS + the debrief +closing	Mrs. Susan	Meta plan paper Tape recorder Camera	Participants answered the questions on the paper: 1. What are the benefits of studying the history of

				<p>SBS?</p> <p>2. What do you know about the history of SBS?</p> <p>Participants share their knowledge in the circle in turn.</p>
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APPENDIX C

Example of Analyzing Students' Initiative

Passive:

- No sign of participation, just following in the flow of the play-world events or concentrating on something else on the side

Responsive:

- Participating in the play-world activity by answering questions, nodding when asked, following instructions, and so forth

Initiative

- There are four types of initiative:

1. Supportive initiatives (S)

Supporting another child's or a teacher's suggestion, act or idea with one's own idea, gesture and so on.

2. Constructive initiatives (C)

Potentially developing or contributing to an event in question. New suggestions, ideas, questions also gestures and sounds.

3. Deconstructive initiatives (D)

Potentially "pulling the carpet out from under" the emerging play. Often repositioning oneself in relation to the play world activity, trying to find a place in it.

4. Resistant initiatives (R)

Aiming at resisting the exiting order and structure of the play plan. Often against a person in a power position. Also testing and teasing.

Date: September 29, 2016

ACTIVITIES	NAME	OBSERVATION	PASSIVE	RESPON SIVE	INITIATIVE			
					S	C	D	R
Gather in training room to discuss and plan drama	IZ	She explained the script of drama, direct her friends to be actor. She divided the roles into several characters				V		
	16 students	Read the script and try to understand the character that they will play			V			
	TR	Asked the other students to prepare themselves to act in scene 1				V		
	16 Students	Listening and responding by the word “yes” or nodding		V				
	AN	Design a sound effect to make drama more alive				V		

APPENDIX D

LEARNING JOURNAL

CLASS XI ELDORADO

NAME : _____

DATE : _____

**PLEASE TELL ABOUT YOUR FEELING DURING LEARNING THE HISTORY OF SBS
SCHOOL IN BELOW!**

1. Is the drama model easier for students to understand the history of SBS?

2. What kind of the experiences that you have after learning the history of SBS?

3. How did teachers guide the students during the learning process?

4. How did the teachers build relation, interaction, communication during the learning process?

5. Were there any changes do you feel before and after studying the history of the SBS?

6. What kinds of values that can you applied after learning the history of the SBS?

NB *Learning journal for the research of learning the history of SBS through Narrative and Drama models.

Researchers: Susan Sovia and Youlin Afrineta

APPENDIX E

SCRIPT OF DRAMA THE HISTORY OF SBS CREATED BY XI GRADERS (ELDORADO CLASS)

List of Characters:

Dancer	: IN, YN
GAM	: AH, FZ
Indonesian Army	: AD, SY
Read Poetry	: IZ
Reporter	: YM
Cameraman	: FB
Street performer	: FZ
Beggar	: AH
Donator	: FD, EX
Woman	: TR
Surya Paloh	: BR
President	: GF
Property	: AM
Students	: ZF, SY, AH, FZ
Teacher	: FD
Students from others school	: IN, YN

Narrator : TR

Scene I. Illustrated conflict and tsunami occurred in Aceh

(Music on) Two dancers are dancing and flapping the Indonesia's flags, after that they take a position without movement. Suddenly, The Acehese separatist army (GAM) and the Indonesian army fought and fired each other (the sound of guns). Dancers fell on the floor and die, also both of the Acehese separatist army (GAM) and the Indonesian army. The girl read the poem about conflict in Aceh.

Unpredictably, earthquake and tsunami disaster is coming. Three people crash into a black and long scarf. They rolled in rough seas and one people drifting and floating on the water (to indicate a situation of tsunami in Aceh. The girl still read a poem about the tsunami that was tragic.

Scene II (Illustrate tsunami in Banda Aceh, the severe location of tsunami)

(Corpses on the ground and music on) reporter and cameraman metro record the situation that happened and report the victims who was death.

Scene III (Illustrate the community's concern about tsunami)

Street performer sings a song to get attention people around, and asked them to give the money. In another place, not too far from the street performer, there are the beggars who moaned to expect the sympathy from people. People passed them and give them a donation

Dialogue:

Beggar : Thanks for giving me money (while receiving money from the women)

Women : You are welcome (and she go)

(Both of the beggar and street performer talk about the money that they got)

Beggar : How much money did you have today?

Street performer : Alhamdulillah, I got around Rp.400.000. Why?

Beggar : How if the money we give for tsunami victims in Aceh? We can give it to the Metro TV. If you agree, we will go there now.

Street performer : Ok, that's good idea.

(Both of them go to Metro TV office and give the money)

Scene IV (Metro TV news agency)

The street performer and the beggars came to the Metro TV news agency to provide donations. A woman who in charge in “Indonesia Menangis” program, she receive their donation and promised to distribute for the victims of tsunami in Aceh. Metro TV managed the funds from donor's amount to 165 billion

Dialogue:

Beggars : excuse me, may we come in please? The purpose of us coming here are we want to give some our prosperity (money) to Tsunami victims in Aceh because there are people said that if we want to help the victims, we can come to Metro TV office. Isn't it?

Women: Yes, you are right. Thank you for coming and giving money for our family in Aceh. We will be responsibility of the money, we will send to tsunami victim by "Indonesia Menangis" program.

(Each of them are seeking hand and sculpting. After that, the second reporter comes with a cameraman. The reporter report some news about the donations that will give to Aceh Victims)

(The cameramen record the process of giving the donations, and the reporter report the donation are collected as much as 165 billion).

Scene V (Launch of SBS)

Mr. Surya Paloh took the podium and spoke about the process of construction SBS. President of Indonesia, Mr Susilo Bambang Yudhoyono present "the gong" that indicates the school has been inaugurated

Dialogue:

Mr. Surya Paloh : I ask the president to open the school, the time is yours.

President : Bismillahirrahmanirrahim, now the SBS is opened.

(Mars of Sukma Bangsa is played, Mr. President and Mr. Surya Paloh greet each other/sake their hands)

APPENDIX F

Epilogue by TR.

SBS was built sturdy and grandiose because of publics' donations for tsunami victims through "Indonesia Menangis" Metro TV. SBS was opened on July 14, 2006 by President Susilo Bambang Yudhoyono and handled by Ahmad Baedawi the director of SBS. Surya Paloh who has a "Media Group" and the founder of Sukma foundation took the initiative to establish SBS in three regencies in Aceh, namely; Lhokseumawe, Bireuen, Pidie, and Nias with the aim to help the children of tsunami and conflict victims, and poor families, and preparing the next generation of Acehnese in a long time.

Sukma in language is spirit, Sukma Bangsa means the spirit of the nations. The name is also dedicated to what have been donated and helped by number of people in post-conflict and tsunami Aceh. Every piece of the buildings of SBS has been contributed by those people, with various backgrounds, from beggars until conglomerates, and societies around the world. For this reason, we should respect and prevent our school, such as; do not damage the school facilities, care about school environments by throwing the trashes in its place, and care about the cleanness.

SBS was dedicated to increase students' personality in order to have a good character, for examples; to be honest, obedient, critical thinking, and applying school cultures (Smiling, greeting, respectful, and good manners), and applying 3 No (no cheating, no bulling, and no smoking), which is constituted by three keywords, there are;

1. KEISLAMAMAN (Religion)
2. KEINDONESIAN (Nationality)
3. KEACEHAN (Cultures)

We hope that SBS gives good effect for all of school and especially for all of SBS communities and the societies around the school based on the SBS foundation's prospects.

APPENDIX G

Mars of Sukma Bangsa School

Disini aku belajar dan berkarya

Bersemangat tuk meraih cita-cita

Membangun negeri dengan damai dan cita

Berjiwa luhur bijaksana

Melangkah pasti ku menyongsong masa depan

Berbekal keyakinan tinggi dalam hati

Tegak berjuang tiada pernah putus asa

Bahu membahu dalam benar

Reff.

Sukma Bangsa tumbuh dihati kami

Sukma Bangsa unggul dan lestari

Sukma Bangsa cahya bagi negeri

Melahirkan insan berprestasi

Songwriter: Adjie S. Soeratmadjie

Tempo Con-brio/Allegro;

Rhythm 4/4

APPENDIX H

Mars of Sukma Bangsa Lhokseumawe in Aceh Language



APPENDIX I

Pictures of Students' Activities

1. Stage One: Assessment students prior knowledge



2. Stage Two: Finding Informations



The teachers assisted students to find the information



Students interviewed the key figures of SBS to find the information

3. Stage Three



Rehearsal and debrief of drama

4. Stage Four



The preparation before performance drama

Drama Performance



Writing Learning Journal

APPENDIX J

Names of Participants

No	Name	Gender	Code
1	Bara-a Hiesyam Arrazie	Male	BR
2	Athaya Syauqi	Male	AH
3	Muhammad Anfari	Male	AN
4	Syahrul Ramadhan	Male	SY
5	Exy Julianti Manda sari	Female	EX
6	Alma Azzahra	Female	AM
7	Febi Nazira	Female	FB
8	Zul Fauzan	Male	FZ
9	Zhafirah Khairunnisa	Female	ZF
10	Khairul Adami Kasim	Male	AD
11	Cut Intan Neubrisa	Female	IT
12	Yuni Maulina	Female	YN
13	Cut Fadhara	Female	FD
14	Tiara lovita Ginting	Female	TR
15	Hasanah Yaumil Akhir Syakira	Male	YM
16	Ghufrab Surya	Male	GF
17	Inez Vidya Nury	Female	IZ

APPENDIX K

Logo of SBS.

